



Resolution 2022.9.1 - ASSERTING CALIFORNIA COMMUNITY COLLEGE (CCC) FACULTY PRIMACY OVER COURSES PROPOSED FOR CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION BREADTH (CSUGE-B) ETHNIC STUDIES AREA F INCLUSION: Articulation Officer Juliette Parker

Move: Hoffman

Second: Primoza

Whereas, The Academic Senate for California Community Colleges (ASCCC) is empowered by [AB 1725](#) (Vasconcellos, 1988), "to assume primary responsibility for making recommendations in areas of curriculum and academic standards" to governing boards of community college districts, reinforced by [Title 5 § 53200 Definitions](#) and [Title 5 § 55002 Standards and Criteria for the Course Outline of Record](#).

Whereas, The California State University Chancellor's Office (CSUCO) denied the inclusion of CCC courses submitted for CSUGE-Breadth Area F Ethnic Studies consideration that did not include Area F core competency language verbatim in the Course Outline of Record (COR) Course Objectives, which is a "requirement" that was never published or shared during any of the Area F submission information sessions;¹

Whereas, The California Community Colleges Chancellor's Office (CCCCO) grossly misrepresents CSUGE-Breadth published policy in the Ethnic Studies Course Certification for CSU GE Breadth Area F memorandum to Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, Academic Senate Presidents, Ethnic Studies Faculty, Articulation Officers and Curriculum Chairs dated and released via email June 29, 2022;²

Whereas, AB 1725 has been upheld during previous California State University (CSU) and University of California (UC) campus demands for verbatim language in the COR involving non-Ethnic Studies disciplines;

Resolved, The Academic Senate for California Community Colleges (ASCCC) assert under AB 1725 and Title 5 § 53200 and Title 5 § 55002, that the content contained in the course outline of record, including its course objectives, is firmly within CCC faculty purview.

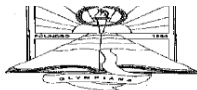
Resolved, The Academic Senate for California Community Colleges (ASCCC) insist that the California State University Chancellor's Office (CSUCO) immediately cease and desist from denying CCC course proposals for Area F inclusion based solely on the lack of "verbatim" core competency language in the COR, and adhere to [CSUGE-B Requirements](#) policy, as well as the law, policies and procedures which govern CCC curriculum.

Presented to the Academic Senate: September 26, 2022

Approved by the Academic Senate:

¹The California Community Colleges that attended the CSUCO Office Hours Q & A for CSUGE-B Ethnic Studies Area F course submission held Wednesday, January 20, 2021, and Friday, January 22, 2021, were instructed not to copy and paste core competency language verbatim into the course outline of record (COR).

² [CSUGE-B Requirements](#) indicates "Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies." However, the CCCCCO June 29, 2022, memorandum ESS 22-300-011 titled Ethnic Studies Course Certification for CSU GE Breadth Area F under the header Guidance for Effective Ethnic Studies Course Approval indicates "The ethnic studies core competencies (at least 3 of 5) must be listed (verbatim) within the Course Outline of Record (COR) as stated in CSU GE Breadth Policy."



Resolution 2022.9.2 - ESTABLISH AN EQUITABLE CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION BREADTH (CSUGE-B) ETHNIC STUDIES AREA F REVIEW PROCESS: Articulation Officer Juliette Parker

Move: Hoffman

Second: Primoza

Whereas, [AB1460](#) (Weber, 2020) required the California State University (CSU) to institute, "as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies, as specified"¹;

Whereas, California Community Colleges (CCC) are the custodians of the CSUGE-B pattern and annually submit course proposals to the CSU Chancellor's Office (CSUCO) for Ethnic Studies Area F inclusion, a requirement students can fulfill by completing a 3-unit course;

Whereas, The implementation of AB 1460 by the CSUCO resulted in a significantly flawed CSUGE-B Ethnic Studies Area F review process with inconsistent guidelines, the lack of properly trained competent reviewers from each of the four disciplines which make up Ethnic Studies, and inconsistent decision-making;

Whereas, Numerous approvals and denials of CCC courses proposed for Ethnic Studies Area F inclusion occurred in direct violation of the law, policies and procedures which govern CCC curriculum. In addition, the Community College Chancellor's Office (CCCCO) grossly misrepresents CSUGE-B Ethnic Studies Area F published policy in a June 29, 2022, memorandum²;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) partner with the California State University Chancellor's Office (CSUCO), California Community College Ethnic Studies Faculty Council (CCCEFC), and the CSU Ethnic Studies Taskforce to work toward establishing a well-structured, equitable Ethnic Studies Area F review process with integrity, appropriate guidelines, timelines, and qualified reviewers from the CSU and CCC in each of the four Ethnic Studies disciplines.

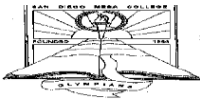
Resolved, That the Academic Senate for California Community Colleges (ASCCC) partner with the California State University Chancellor's Office and the California Community Colleges Ethnic Studies Faculty Council (CCCESFC) to facilitate Ethnic Studies Area F reviewer training to ensure the appropriate awareness of and adherence to the law, policies and procedures which govern CCC curriculum are applied during the Ethnic Studies Area F review process.

Presented to the Academic Senate: September 26, 2022

Approved by the Academic Senate:

¹"Ethnic Studies are an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans."

² [CSUGE-B Requirements](#) indicates "Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies." However, the CCCCCO June 29, 2022, memorandum ESS 22-300-011 titled Ethnic Studies Course Certification for CSU GE Breadth Area F under the header Guidance for Effective Ethnic Studies Course Approval indicates "The ethnic studies core competencies (at least 3 of 5) must be listed (verbatim) within the Course Outline of Record (COR) as stated in CSU GE Breadth Policy."



Resolution 2022.9.3: Retain Option for Students to Take Lifelong Learning and Self-Development as a Lower Division Course: Articulation Officer Juliette Parker

Move: Hoffman

Second: Primoza

Whereas, The proposed CalGETC resulting from steps to implementation of [AB 928](#) (Berman, 2021) would eliminate the California State University General Education-Breadth (CSUGE-B) Area E Lifelong Learning and Self-Development;

Whereas, The California State University has indicated that Lifelong Learning and Self-Development area would become an upper-division graduation requirement;

Whereas, Lifelong Learning and Self-Development historically and is currently designated as a CSUGE-Breadth Area E requirement to be fulfilled at the lower-division level of study¹; and

Whereas, California Community College (CCC) students benefit by taking Lifelong Learning and Self-Development courses at the beginning of their higher education journey²;

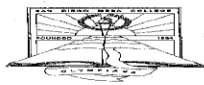
Resolved, That the Academic Senate for California Community Colleges work with the California State University (CSU) to retain the option for students to complete the CSU Lifelong Learning and Self-Development requirement with a lower division course.

Presented to the Academic Senate: September 26, 2022

Approved by the Academic Senate:

¹ [CSUGE-B Requirements](#)

² For example, students have the opportunity to learn the expectations of higher education, how to maintain and strengthen their mental and physical health, which is especially important in our current global condition. Completion of such courses may be crucial to the success of many CCC transfer students, some of whom otherwise would not achieve their academic goals.



Resolution 2022.9.4 – Information Technology Updates Needed for Mesa College Classrooms and Faculty Offices and Adherence to the Collective Bargaining Agreement (CBA) Requirements: Academic Senate
President John Crocitti

Move: Hoffman

Second: Fremland

Whereas, effective classroom instruction depends on fully functional computer podiums capable of using current software and reliably connected to peripheral devices such as but not limited to digital projectors and speakers, microphones, document cameras and laptop computers;

Whereas, to prepare for teaching face-top-face classes, to conduct remote synchronous teaching, to develop asynchronous online courses and to participate in remote committee meetings, tenured/tenure track faculty and adjunct instructors need office and workplace computers capable of using current software and applications;

Whereas, Articles 5.3 of the Collective Bargaining Agreement (CBA) stipulates that SDCCD provide adjunct faculty workplaces with computers with internet and District network access; Article 6.2.8 of the CBA stipulates that SDCCD provide tenure and tenure-track faculty members with a computer that meets current District standards for new equipment; and Article 6.5.2 of the CBA stipulates that SDCCD provide audio-visual equipment and media;

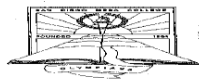
Whereas, many classroom podium arrays are no longer current or in need of repair, thereby impairing effective classroom instruction, while many tenure/tenure-track faculty offices and adjunct workplaces have computers that are no longer current, thereby impairing preparation for teaching, remote synchronous teaching and participation in committee meetings;

Resolved, that the District and the four colleges audit classroom and office/workspace technology to determine which computers and associated peripheral devices are no longer current or in full operating condition;

Resolved, that SDCCD expedite replacement and/or repair of computers and associated peripheral devices that are no longer current or in full operating condition according to the aforementioned audit.

Presented to the Academic Senate: September 26, 2022

Approved by the Academic Senate:



Resolution 2022.9.5 – Auto Enrollment: Counselor Anthony Reuss

Move: Gurgagus

Second: Wait

Whereas Mesa College is “the leading college of excellence and equity” and

Whereas current practices for adding courses after the start of the semester are inequitable and create barriers to both access and enrollment.

Whereas the current system of emailing professors is antiquated and inefficient, and takes away from instruction during the first two weeks.

Whereas our colleges want and need enrollment.

Be it resolved, as early as spring 2023, we urge immediate implementation of an auto-enrollment (traditional add/drop) period on a first come, first served basis until the class is full without the need for instructor approval and during which permission numbers (add codes) will not be distributed

Examples for discussion:

Equity:

Students most able to obtain a permission number are continuing students, students who are attending or have graduated from a university, and those with other forms of privilege.

Students come to us from all walks of life and make the decision to attend college at different times Many students who are the first in their families to attend college do not know how to navigate this process.

The current process creates only one access point for registration after the start of a class and students need multiple access points in order to achieve equity.

Antiquated and Inefficient:

Email is not the dominant form of communication for students today.

Campus Solutions shows the classes are open and students are confused about the process for adding a course.

Students must make multiple contacts with both Students Services and Instruction in navigating this process; including wasting valuable time simply trying to find out how to contact the professor.

Professors are often inundated with requests even when their courses are full and often are unavailable (i.e. not on campus or in their offices during that time-period.

Professors may or may not read or reply to the students’ requests in a timely manner or due to the volume of emails, may respond to emails out of the order received.

Professors may or may not know how to issue or use permission numbers.

Enrollment:

Waitlists close at the start of the semester, but registration remains open.

Students must email professors in order to receive permission to add a course, but the contact information for professors is not readily available and students cannot access the Canvas shell until enrolled, putting them behind in their classes.

Students give up and decide not to take classes, when they could have been auto-enrolled.

Professors would still be able to direct students to their portal after the start of the class to initiate this process and/or provide permission numbers after the class is full.

Presented to the Academic Senate: September 26, 2022

Approved by the Academic Senate: